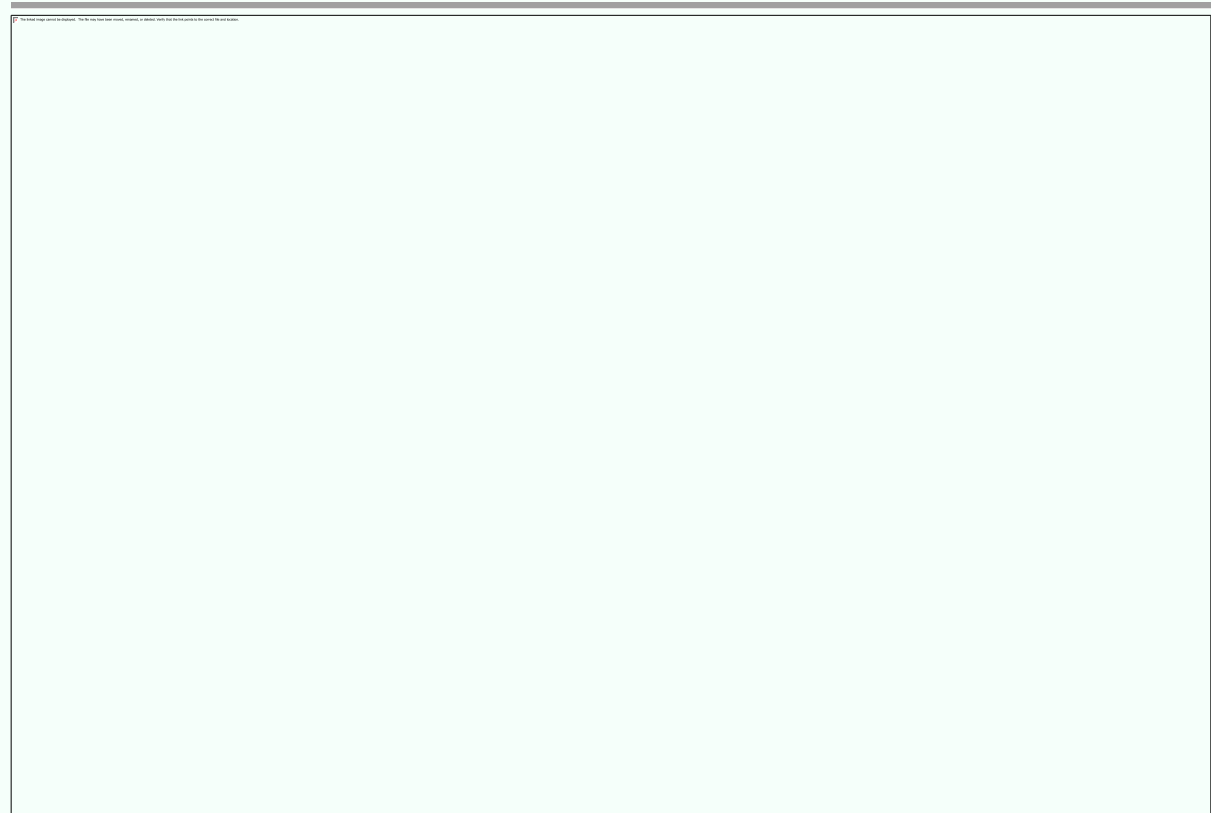


# 2019-2020

## EPP Master's Performance Report

### Lenoir-Rhyne University



#### Overview of Master's Program

At this time, L-R has one active and running licensure program at the master's level. Master of Arts degrees are offered in one school support area (School Counseling). This program is designed for individuals who wish to pursue graduate studies in order to gain experience, develop leadership skills and enhance professional competence. The MA in Language Development and Learning was officially deleted from LR's offerings in the fall of 2014 due to ongoing low enrollment. Although the areas of Deaf/Hard of Hearing and English as a Second Language are critical areas of need, we were unable to attract students to a traditional program model and compete with proprietary online programs. The Masters of Arts degree in School Counseling, which continues to be one of the fastest growing graduate programs, prepares individuals for positions as professional counselors in public school settings. The school counseling program (available through a masters level program or as a licensure only option for those entering with a related graduate degree), places primary emphasis on the development of

strong clinical skills and the use of data-driven strategies in the development of a comprehensive school counseling plan. Prospective school counselors who satisfactorily complete the School Counseling program requirements and receive a passing score on the PRAXIS specialty examination are eligible for licensure as a school counselor in North Carolina. In fall 2012 the School Counseling program began offerings at the Lenoir-Rhyne University Center for Graduate Studies in Asheville, NC. In fall 2014 the Counseling program began delivery at the new Center for Graduate Studies in Columbia SC. The College of Education and Human Services began a Master of Arts in Community College Administration at the Center for Graduate Studies in Asheville, NC in the fall of 2012. Finally, the College began offering a new innovative graduate program in Online Teaching and Instructional Design in fall 2014 as well as MA's in Leadership, University Leadership and Human Services.

### **Special Features of Master's Program**

The mission of both the teacher and counselor education programs at Lenoir-Rhyne University for both initial and advanced programs is to prepare professionals who know their content, know how to teach/counsel, are successful with diverse populations, are leaders, are reflective about their practice, and are respectful and caring. The School of Counseling prepares students as either agency counselors, school counselors, or as blended agency-school counselors. Any counseling student who completes a program as a School Counselor must demonstrate a strong theoretical foundation, a mastery of clinical skills, and the ability to practice as reflective counselors interacting with diverse populations in a variety of settings within the public schools. The L-R University mission of wholeness of mind, body and spirit set the tone for the personal, nurturing contact provided to candidates, a hallmark of the teacher and counselor education programs at L-R. These programs prepare reflective practitioners who are caring professionals who enter school environments knowing children and adolescents, and who address children's needs in order to support learning. During 2018-2019, opportunities were provided for graduate students and career school counselors to enhance their professional preparation by making presentations at a celebration of student research (SOURCE) held on campus in April. Additionally, affiliation with professional organizations was an area of emphasis for both Education and School Counseling programs. Counseling graduate candidates, faculty, and alumni remain active participants in the professional counseling associations, both at state levels and with the American Counseling Association. In work with the area public schools in 2018-2019, each school counseling intern provided over 300 hours of service to their school during the internship as well as an additional 40 hours of service during early counseling practicum work. A new practicum was developed to provide 100 additional clinical hours to all candidates within public school settings. Implementation began in fall 2014. Finally, the School of Counseling continued delivery of its MA in School Counseling program at the Center for Graduate Studies in Asheville, NC during the 2015-16 academic year. In Fall 2013 Lenoir-Rhyne University was awarded initial, full CACREP accreditation for both the Hickory and Asheville campuses. CACREP has reviewed LR's application to add its Columbia campus and programs to this initial accreditation. The accreditation was approved in Fall 2015. A mid-cycle evaluation from CACREP was completed in 2018 with successful outcomes. The MA in Counseling program will complete CACREP reauthorization during the 2019-20 academic year. The School Counseling licensure program is currently accredited by CAEP and will shift to AAQEP beginning in 2019-20.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Graduate Educator Prep Program

Gender	Number
Male	2
Female	3
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>5</b>
Race/Ethnicity	Number
Asian	0
African-American	1
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	3
Two or More Races	1
Race/Ethnicity Not Provided	0
<b>Total</b>	<b>5</b>

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time					
	Male		Female		Gender Neutral
<b>Graduate</b>	African-American		African-American		African-American
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian		Asian		Asian
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	7	White	16	White
	Multi-Racial		Multi-Racial		Multi-Racial
	Not Provided		Not Provided		Not Provided

	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Graduate</b>	African-American	1	African-American	1	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	6	White	20	White	
	Multi-Racial	1	Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	

	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC Completed program but has not applied for or is not eligible to apply for a license</b>				
<b>LC Completed program and applied for license</b>				
Prekindergarten				
Elementary				
Middle Grades				
Secondary		3		
Special Subjects		1		
Exceptional Children				
Vocational Ed				
Special Services		2		
<b>Total</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

**F. Quality of students admitted to programs during report year.**

Measure	Graduate
MEAN GPA	3.22
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	4.00
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	15
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
<b>Comment or Explanation:</b>	

### G. Scores of student teachers on professional and content area examinations.

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Health and Physical Ed	3	*	95
M.G. Science	1	*	100
Music	2	*	100
School Counselor	9	100	99
<b>Institution Summary</b>	<b>15</b>	<b>100</b>	<b>95</b>
<b>* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.</b>			

**H. Time from admission into professional teacher education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	0	0	0	0	0	0
Licensure Only	0	0	0	0	0	0
Comment or Explanation:						